DOCUMENT RESUME

ED 133 804 EA 009 023

TITLE	Fulfilling the Mission . . . A Program for Excellence, Efficiency and Effectiveness. Volume IV. Planning--Part I. Research and Evaluation--Part II.
INSTITUTION	District of Columbia Public Schools, Washington, D.C.
PUB DATE	Oct 76
NOTE	21p.; For related documents, see EA 009 019-022
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	Curriculum Development; Elementary Secondary Education; Evaluation Methods; *Performance Based Education; *Program Descriptions; Program Development; *Program Evaluation; *Program Planning
IDENTIFIERS	*District of Columbia Public Schools

ABSTRACT

This booklet is one of five related publications that delineate the program developed by the District of Columbia Public Schools for fulfilling the district's educational mission. The heart of this effort is the design and implementation of a districtwide competency-based curriculum for the prekindergarten level through grade 12, plus the development of attendant organizational structures and planning and evaluation strategies. This particular volume consists of two separate parts that focus in turn on the role of the district's Division of Planning and on the role of the Division of Research and Evaluation. Part 1 reviews the history of the Division of Planning and briefly outlines its part in the program, and part 2 briefly discusses six major tasks planned by the Division of Research and Evaluation in connection with the program. (JG)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, iters of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

ED133804

PLANNING - PART I
RESEARCH AND EVALUATION - PART II

VOLUME IV

FULFILLING THE MISSION...

A PROGRAM FOR EXCELLENCE, EFFICIENCY AND EFFECTIVENESS

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

EA 009 023

FULFILLING THE MISSION . . .

Part I

Planning

Part II

Research and Evaluation

Volume IV

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Vincent E. Reed
Superintendent

MISSION OF THE PUBLIC SCHOOLS

DISTRICT OF COLUMBIA

To promote excellence by providing a viable and comprehensive instructional program (prekindergarten through twelfth grade) leading to the attainment of knowledge, competencies and skills which upon completion will enable each student to function as a useful citizen.

October 1976

Planning

Part I

CONTENTS

BACKGROUND 1

THE ROLE OF THE DIVISION OF PLANNING AND BASIC ASSUMPTIONS 1

PROPOSED TRAINING PROGRAM 2

DDES 2

LOCAL SCHOOL PLANNING 2

MISSION, PRELIMINARY AND MAJOR TASKS 4

Research and Evaluation

Part II

CONTENTS

OVERVIEW 1

IMPACT EVALUATION 1

PROCESS EVALUATION 1

RESEARCH 1

MONITORING/AUDITING 2

STATISTICS 3

REPORTING 3

Table 1 4

Table 2 5

Planning

Part I

COMPREHENSIVE PLANNING

Background

On November 19, 1975, the Board of Education gave special attention to planning by identifying it as one of the system's major goals. The need for a centralized planning effort has long been recognized, however, budgetary constraints have hindered implementation of this crucial function.

Effective planning can best be carried out by full-time planning personnel in conjunction with program specialists and developers. For this reason, a Division of Planning is being established with personnel whose primary assignment is that of planning.

In mid-January 1976, a Task Force on Planning was established in the Office of Planning, Research and Evaluation and charged with the task of developing a planning process model which was completed in March 1976. This document will be used as a guide in initiating planning activities.

In April 1976, the first Director with full-time responsibility for planning was appointed on an interim basis to head the Division. Existing planning positions, some of which were released from the freeze and filled some months earlier, were transferred or detailed in May creating a Short-Term and Long-Range Planning Branch and a Facilities Planning Branch within the Division of Planning. Personnel assigned to the Division occupied office space in August 1976.

The Role of the Division of Planning and Basic Assumptions

The Division of Planning will function essentially as a catalyst for technology-based planning activities at various administrative levels. In performing this function, the Division of Planning will coordinate planning activities, conduct the technological aspect of planning, and provide technical assistance. This role is based on the following assumptions:

> The staffs responsible for implementing and executing various elements of the comprehensive plan will be responsible for proposing the plans for their programs.
>
> The responsibility of the Division of Planning will be to set the basic guidelines for program planning; review and direct adjustment of the parts to insure their mutual compatibility and review the plans for quality.
>
> The Division of Planning will be responsible for program and product review for compatibility with the long-range goals of the system.

One of the first tasks to be assumed by the new Division of Planning will be to assess the planning needs and resources of the system as a strategy for identifying various planning starting points. It will first rank or prioritize system needs as a rationale for initiating planning assignments and then determine the type and degree of assistance needed, based on system goals, results of the needs assessment, and planning priorities. Some projects may be advanced simultaneously, while others will be phased. For example, the assessment might lead to the identification of crucial problem areas such as:

> **Curriculum** - the implementation of a Competency-Based Curriculum requiring extensive curriculum revision, test development, and staff development.
>
> **Educational Practices** - the diffusion and adoption of innovative practices and the establishment of systematic evaluation, validation criteria and procedures for the phased adoption of innovative practices city-wide.
>
> **Services to Children** - the coordination and improvement of attendance, guidance, and other pupil personnel services for all students.
>
> **School Organization** - the development of middle schools, supplementary centers or specialized high schools, career development centers, vocational high schools, school complexes, etc., requiring investigation of various trends including facility and personnel needs, student interests and needs, career and occupational demands, educational programs, and projected fiscal requirements.

Planning Capacity - the development of planning capacity through training in planning approaches, methods and skills.

Facilities Planning - the coordination of educational program planning with proposed facility development, modernization or improvement and utilization.

Allocation of Resources - the development of policies, proceoures and mechanisms to ensure equal educational opportunity for all students.

Professional and Community Involvement - the development of a process for the involvement of teachers, parents, and students in local school, regional and system-wide program planning.

School Base Budget - the analysis of the base budget operation in relation to the various school populations served, (pre-k to post-secondary), the philosophy of the school system, and the needs of the community.

Management Information System - the assessment of current and projected needs and capabilities and the development of a phased plan for full implementation.

Proposed Training Program

In an effort to develop planning capacity in the school system through training in planning approaches, methods, and skills, a Title IV - Part C proposal has been prepared jointly by the Office of Instruction and the Division of Planning. Included in the overall proposal is a training program for planners involving central office and regional level personnel. The training will combine theoretical and practical aspects with participants exploring and applying planning models, developing and conducting a needs assessment, and prioritizing and generating alternative solutions to identified problems. The major objectives of the training program are: (1) to develop a technically competent cadre of planners at the central and regional levels, and (2) to conduct an assessment of educational needs of the community as perceived by students, teachers, parents and administrators.

DDES

A major product of the Division was **"A Design for the Delivery of Educational Services,"** developed to provide a framework for the realignment of central administration and a system-wide approach to efficient utilization of educational services and resources. It also provides the vehicle for a coordinated approach to the implementation of a Competency-Based Curriculum. Elements of the Design are:

- Outcomes
- Instruction
- Quality Verification and Monitoring
- Procurement
- Information
- Interfaces
- Personnel and Organization

Local School Planning

Two significant procedures have been established to facilitate planning at the local school level. The first requires the development of an education plan by local school staff for each new or modernized facility. The purpose is to ensure that full attention is given to instruction, organization, facilities and the community. The suggested outline for the local school education plan follows:

New or Modernized Facilities

Instructional Component

Philosophy or Rationale

Goals and Objectives

Curriculum

Teaching and Learning Strategies

Materials and Equipment

Organization Component

Student Population

- Projection of ...
- Prerequisites for entry
- Selection process

Administrative and Instructional Staff

- Staffing pattern
- Roles and responsibilities
- Staff Development

Facilities Component

Description of Existing Facility

- Floor Plan

Facility Needs

- Floor Plan
- Structural modifications
- Ground Improvements

Equipment

Community Component

Description of Community and Boundaries

Survey of Community Resources

PTAs and/or Home and School Associations

Community Involvement

Implementation

The second planning procedure for local schools involves completion of a Local School Data Form and a Local School Plan for Education for SY 1976-77. These forms have been completed by all schools, and the results are being analyzed.

In addition, a Staff Development Survey Form was sent to each member of the instructional staff in order to identify individual building level and system-wide staff development needs. The data is currently being processed, and will be used in planning staff development activities for SY 1976-77.

MISSION, PRELIMINARY AND MAJOR TASKS

Mission Statement: To design, implement and monitor a system-wide planning process; to provide assistance to the various elements of the school system in the planning of programs and operations; to design, implement and monitor a comprehensive educational facilities plan.

Preliminary Tasks: (listed in priority order)

001 Request the detail or transfer of appropriate personnel to the Division of Planning

002 Develop mission statement and delineation of tasks

003 Conduct orientation meeting of personnel assigned to the Division of Planning

004 Develop preliminary organizational structure

005 Design plan for utilization of office space

006 Request office supplies, equipment, furniture and telephones

007 Execute office space design — including painting and graphics

008 Re-locate personnel assigned to the Division of Planning

Major Tasks: (listed in priority order)

001 Review and refine the proposed system-wide planning process

002 Develop strategies for the implementation of the planning process

003 Develop a proposed statement of philosophy for approval by the Superintendent and the Board of Education

004 Develop system objectives which are consistent with the philosophy, policies and operational strategies of the school system

005 Develop a planning needs assessment in order to identify problem areas

005.1 Conduct an educational program planning survey at various system levels, considering: (1) personnel involved in planning; (2) methods and strategies; (3) products; (4) degree of implementation; (5) evaluation or assessment.

005.2 Conduct an educational facilities survey considering: (1) nature and needs of the community; (2) present and projected enrollment; (3) Board of Education policies and Court mandates; (4) present and proposed curricula; (5) present and proposed school organization; (6) educational and structural adequacy of existing facilities; and (7) projected Capital Outlay resources.

006 Develop a facilities planning process

007 Develop a comprehensive educational facilities plan

008 Design a staff development program for the implementation of system-wide planning process

009 Implement the staff development program for the planning staff

010 Review and analyze data secured from individual school education plans

011 Implement system-wide planning process

012 Develop a multi-year educational plan

013 Implement the comprehensive educational facilities plan through the facilities planning process

014 Provide assistance to regions, departments and divisions in short and long-range planning

015 Represent the school system in interagency, city-wide and regional planning

Prepared by

The Division of Planning

Research and Evaluation

Part II

AN OVERVIEW OF RESEARCH AND EVALUATION ACTIVITIES IN SUPPORT OF THE PROGRAM FOR EXCELLENCE, EFFICIENCY, AND EFFECTIVENESS

The Division of Research and Evaluation has identified six major tasks in support of the school system's program. Accomplishment of these tasks is dependent upon the availability of necessary resources. The major tasks are:

Impact Evaluation - includes identifying instruments needed to measure student development in relation to CBC objectives, preparing an impact evaluation design, analysis of data, and reporting results to key decision-makers in a form supportive of program planning and redefinition.

Process Evaluation - includes designing instrumentation to measure the adequacy of program implementation at the classroom and building levels, data collection, data analysis, and timely reporting of information to decision-makers.

Research - includes formulizing important research issues which appear from time to time. This task includes designing and implementing CBC-related research and reporting findings to decision-makers.

Monitoring/Auditing - includes the design and potential implementation of a monitoring system appropriate at both the central office and school building levels. This system will provide a means of reporting accomplishments and delays in CBC planning and implementation processes.

Statistics - includes the development of data collection forms, issuance of forms, and compilation of a variety of school system statistics. This task will produce tabular and graphic as well as analytic and interpretative presentations.

Reporting - includes the preparation of mandatory reports from surveys required by Federal agencies and by the Courts. Data will be secured from local school units, checked and tabulated by the Division of Research and Evaluation.

The following overview presents preliminary plans for implementing the above tasks.

Impact Evaluation - Task 1

Table 1 presents an illustrative student outcome matrix. This matrix is based on the CBC student-related objectives.

Process Evaluation - Task 2

Table 2 displays a process instrumentation matrix used in the currently operating Evaluation System in thirty-four elementary schools. In order to measure the implementation of specific aspects of educational programs such as CBC, additional process data must be collected. Appropriate instruments must be designed for this data collection.

Much of the information gathered through the Evaluation System approach can be used for both the process and impact evaluation.

Research - Task 3

The Research Task includes two distinct components: (1) the Research Information Center, and (2) CBC-related research. The latter activity involves conducting research on questions and issues which develop during the implementation of the CBC program.

The purpose of the Research Information Center (RIC) is to provide educational research information to the school system staff and the community. The RIC collects, stores, retrieves, and disseminates information. The RIC will conduct computer and manual information searches in response to requests.

In order to conduct educational research relative to the Competency-Based Curriculum, staff and resources must be available. Such a research effort would have as its fundamental purpose the acquisition of information concerning factors which influence the effectiveness of the educational process from pre-

kindergarten through grade 12. A research program should begin to validate the most effective instructional procedures.

A review of research on competency-based curriculum reveals that four different areas of study should be investigated in any competency-based educational program (see Houston 1974)[1]: (1) Documentation Studies; (2) Practice-Oriented Studies; (3) Policy-Oriented Studies; and (4) Basic Research Studies. The following studies should be incorporated in each area:

Documentation Studies: Investigation of usable case histories on the development and implementation of competency-based curriculum programs. Among the questions to be addressed are: How have such programs developed? What is the organizational and administrative structure of such programs? How are teachers trained to teach in such programs? (See appendix.)

Practice-Oriented Studies: Investigation of short-term program effects with development of measurement instruments to assess this adequately; follow-up studies on students involved in CBC programs. Among the questions to be addressed are: What methods used by what kinds of teachers result in what kinds of "progress" as measured by what instruments? What competencies are maintained over what time period by what kinds of students?

Policy-Oriented Studies: Studies of CBC related to the organization and administration; research on selected special aspects of CBC. Among the questions to be addressed are: What changes in staffing patterns have been necessitated by CBC? What changes in resource allocation patterns have been necessitated by CBC?

Basic Research Studies: Hypotheses generating studies in field settings. Among the questions to be addressed are: How can teacher responsiveness to students' needs be predicted? What student outcomes in the cognitive, affective, and psychomotor domains are generated? What teaching characteristics are related to the "competencies" of students? How are minimal competencies determined?

Monitoring/Auditing - Task 4

Successful implementation of a program depends upon a strong monitoring system. It is essential that the monitoring system include an organization plan with clear simple lines of authority and a comprehensive analysis of the activities to be completed.

The activities management plan must provide the controls and procedures needed to insure a detailed understanding of activity specifications, priorities, and schedules, as well as the capability to recognize delaying factors at the earliest possible moment and provide for needed schedule adjustments.

Because implementation of an educational program involves all levels of the school system's operations, the project monitoring system is a key factor in its success. Specifically, the monitoring system should be capable of:

(1) providing timely (monthly) reminders to middle management as to what is to be done and by whom.

(2) exception reports to all division heads concerning activities which are "off-plan."

(3) periodic reports to the Superintendent's Office with exceptions noted.

(4) immediate information on the consequences of either missing a milestone or completing a task before the scheduled date.

The monitoring system which has been developed possesses the above capabilities. In addition, the documentation generated in the process of implementing the proposed monitoring system will provide: (1) documen-

[1]W. Robert Houston, **Educational Competency Assessment, Research, and Evaluation** (Albany, N.Y.: Multi-State Consortium on Performance-Based Teacher Education, 1974), pp. 34-53.

tation of the planning process, (2) step-by-step procedures for implementing each strategy, (3) continuous information to each office or division about its responsibilities, (4) an efficient means for each office or division to report progress in implementing a program, and (5) information needed by the Superintendent's Office to identify quickly and accurately activities which are "off-plan."

The Division of Research and Evaluation will have the responsibility for auditing the implementation of the CBC, as well as monitoring it. The auditing function will involve two separate activities: (1) a sample of the documentation on activity completion will be reviewed by the Division of Research and Evaluation, and (2) an exception report will be generated which will detail activities that are "off-plan."

The objective of the monitoring system is to keep the planning and implementation on schedule and to assure coordination of related activities. Work quality is the concern of the individual offices or divisions.

Statistics - Task 5

Every organization requires accurate detailed data on all aspects of its composition and operation. The Division of Research and Evaluation designs data collection instruments in order to gather factual information on students, staff, programs, schools, and services. Statistical reports are developed from these data which provide a basis for decision-making at all levels.

Reports which will continue to be prepared are those on student enrollment, attendance, drop-out, graduation, and promotion, as well as staffing and schools.

A publication containing statistics and additional information will be developed during 1976-77 to provide school staff and the community with a readily available source of information about the school system.

Reporting - Task 6

The U.S. District Court of the District of Columbia on May 25, 1971 ordered the Public Schools of the District of Columbia to equalize the per pupil expenditure for all teachers' salaries and benefits from the regular District of Columbia budget in any single elementary school to within plus or minus five percent of the citywide average. This Court Decree is still in effect. The task of carrying out all of the procedures to assure compliance has been the responsibility of the Division of Research and Evaluation. The Division will continue to collect and process data and make necessary adjustments in consultation with appropriate administrators in order to bring about compliance with the Decree. A comprehensive report, as required by the Court Order, will be developed and submitted to the Court.

Another report required by law is the Title I Comparability Report. In order to receive ESEA Title I funds, the school system must show that it is providing comparable services to all its schools with state and local funds. Data for comparability purposes must be collected and processed for each school. Adjustments must then be made in order to effect compliance. The final comparability report must be submitted to the U.S. Office of Education by December 31 of each year. The Equalization and Comparability tasks will continue to be closely coordinated in order to minimize disruption of teaching services in local school classrooms.

Other mandatory reports for 1976-77 are the reports of the Civil Rights Survey and the Equal Employment Opportunity Commission Survey. Both of these surveys require data from each of the 196 public schools. The Division will gather, check, and compile the data; prepare reports; and forward them to the appropriate agencies. Also, the U.S. Office of Education requires annually the Elementary-Secondary General Information System Survey. This 5-part survey requests information on staffing, enrollment, finances, attendance, school operations and facilities, and expenditures.

The accomplishment of these six major tasks will help ensure the generation and reporting of accurate and timely information to decision-makers who are responsible for the improvement of educational programs and services.

TABLE 1

ILLUSTRATIVE STUDENT OUTCOME MATRIX

STUDENT OUTCOME DOMAIN / GRADE LEVEL	Pre-K	K - 3	4 - 6	7 - 9	10 - 12
COMMUNICATIONS SKILLS	An Instrument Needs to be Developed	Prescriptive Reading Test (in current use) Other Measures	Prescriptive Reading Test (in current use) Other Measures	Prescriptive Reading Test (in current use) Other Measures	Prescriptive Reading Test (in current use) Other Measures
MATHEMATICS SKILLS	An Instrument Needs to be Developed	Prescriptive Math Test (in current use)	Prescriptive Math Test (in current use)	Prescriptive Math Test (in current use)	Prescriptive Math Test (in current use)
CREATIVITY	An Instrument Needs to be Developed	An Instrument Needs to be Developed	An Instrument Needs to be Developed	An Instrument Needs to be Developed	An Instrument Needs to be Developed
DECISION-MAKING SKILLS	An Instrument Needs to be Developed	Decisions! Decisions! (used on D.C. Career Ed. Proj.)	Decisions! Decisions! (used on D.C. Career Ed. Proj.)	Decisions! Decisions! (used on D.C. Career Ed. Proj.)	Decisions! Decisions! (used on D.C. Career Ed. Proj.)
MUSIC AND ART APPRECIATION	An Instrument Needs to be Developed	An Instrument Needs to be Developed	An Instrument Needs to be Developed	An Instrument Needs to be Developed	An Instrument Needs to be Developed
PSYCHOMOTOR	Psychomotor Abilities Inventory	Psychomotor Abilities Inventory	Psychomotor Abilities Inventory	Psychomotor Abilities Inventory	Psychomotor Abilities Inventory
SELF-CONCEPT	An Instrument Needs to be Developed	Self Observation Scales (in current use for Title I Eval.)	Self Observation Scales (in current use for Title I Eval.)	Self Observation Scales (in current use for Title I Eval.)	Self Observation Scales (in current use for Title I Eval.)
CIVICS	An Instrument Needs to be Developed	An Instrument Needs to be Developed	An Instrument Needs to be Developed	An Instrument Needs to be Developed	An Instrument Needs to be Developed
HISTORY AND CULTURE	An Instrument Needs to be Developed	An Instrument Needs to be Developed	An Instrument Needs to be Developed	An Instrument Needs to be Developed	An Instrument Needs to be Developed
CAREER MATURITY	Not Applicable	Not Applicable	Career Maturity Inventory (used on D.C. Career Education Project)	Career Maturity Inventory (used on D.C Career Education Project)	Career Maturity Inventory (used on D.C. Career Education Project)

NOTES

1. The outcome domains have been developed from the list of CBC student objectives. These domains should not be considered as exhaustive of the full range of desired student outcomes, although they are highly representative.

2. Instruments named in the matrix are illustrative of the types of measures that could be used. For the purpose of estimating Research and Evaluation resource requirements, checkpoints were set at grades K, 3, 6, 9, and 12. It is anticipated that considerable planning will be needed before the final checkpoints can be established.

3. Perhaps the single most important factor in the proposed impact evaluation design is that a baseline data bank be established in 1976-77, or as soon as possible, so that the impact of the CBC program can be assessed in subsequent years.

TABLE 2

ILLUSTRATIVE PROCESS INSTRUMENTATION MATRIX

Instruments	*Description of Current Use*	*Notes*
*Student Reading Form (#200 - See Attachment)	Presently implemented in the 34 schools participating in the Evaluation System. Additional resources are required to extend the use of the Evaluation System to all public schools.	1. The first four instruments mentioned in the matrix provide a core of process information which can support the proposed CBC process evaluation design. Additional items of information and perhaps additional forms will be needed to capture CBC specific process data, not already collected by these four instruments. Examples of such data items include information on staff development and CBC instructional materials, equipment and facilities.
*Classroom Background Form (#202 - See Attachment)	Presently implemented in the 34 schools participating in the Evaluation System. Additional resources are required to extend the use of the Evaluation System to all public schools.	
*Teacher Data Form (#101 - See Attachment)	Presently implemented in the 34 schools participating in the Evaluation System. Additional resources are required to extend the use of the Evaluation System to all public schools.	2. A baseline of process data should be established in 1976-1977 so that the changes in instructional process engendered by the CBC program can be evaluated.
*Student Data Form (#100 - See Attachment)	Presently implemented in the 34 schools participating in the Evaluation System. Additional resources are required to extend the use of the Evaluation System to all public schools.	
**Program Information Form		

*Instruments currently in use
**Instruments suggested for 1976-1977

Prepared by

The Division of Research and Evaluation